



TEA Special Education Agreed Order Update

April 4, 2024

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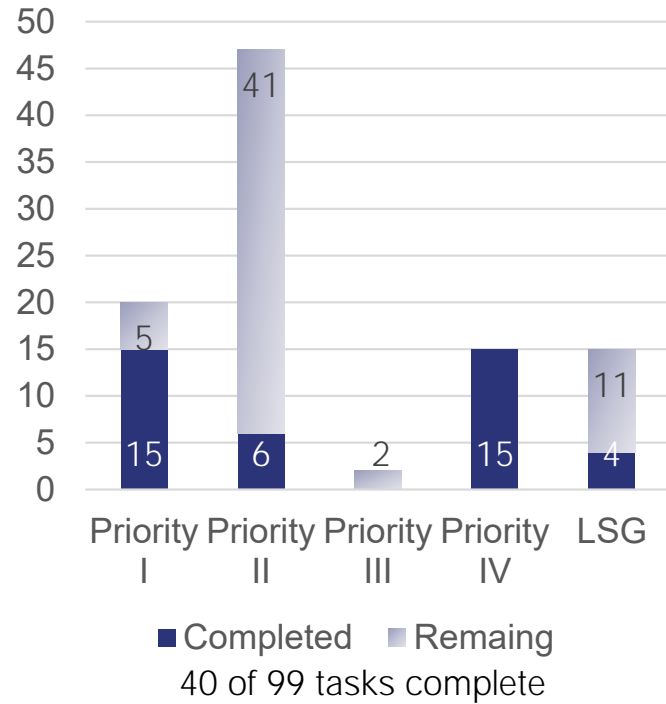
Judith Moening, Ph.D.
Associate, Stetson and
Associates



TEA Agreed Order

- Agreement/Lone Star Governance
- Priority I: Satisfy Open Corrective Actions Plans (CAPs)
- Priority II: Identify and Implement Effective Practices
- Priority III: Improve Data Systems
- Priority IV: Establish a Parent Outreach Campaign

Agreed Order
Required Actions



Priority I: Satisfy Open Corrective Action Plans (CAPs)

Completed

- Submitted 1 CAP

Upcoming

- 5 CAPs remain to be submitted. 4 of 5 CAPs have completed all requirements.



Priority II: Identify and Implement Effective Practices

Completed

- Submitted MTSS Manual to TEA
- Received SPED Audit from Stetson

Upcoming

- AISD State of Special Education and Strategic Plan (scheduled to present to Board June 6)
- Completing the TIER MTSS courses for all campus leaders and current campus staff.



Priority IV: Establish a Parent Outreach Campaign

PRIORITY IS COMPLETED!

Next Special Education Family Advisory Committee meeting is April 17, 2024 – 5:30 – 7:30 p.m. at our central office.



Lone Star Governance

Upcoming

- Next quarterly LSG Self-Evaluation is April 25, 2024
- First reporting on 3-month average is today.





Special Education Audit of Intake, Identification, Evaluation, and ARD Processes

Issues of Program Quality and Compliance



Data Points

- ❖ Comparison Report
- ❖ Focus Group Sessions
- ❖ Survey of Parent Perceptions
- ❖ Review of Relevant AISD Documents & Guidelines
- ❖ Cross-Department Team Sessions
- ❖ Special Education Folder Review
- ❖ Child Study Team Observations
- ❖ Observation of Implementation of IEP Decisions



Seven Systems Issues Related to the Current Status of Austin ISD Compliance with Legally Required Procedures for Students with Disabilities

1.

Significant Special Education Personnel Shortages

2.

Inadequate Data Systems

3.

Unclear Roles & Responsibilities for Compliance Status

4.

A Revised Organizational Structure is Needed*

5.

A Program/Label vs. Individual Student Orientation*

6.

Professional Development System has Gaps in Content & Adult Learning Processes*

7.

Varied Degrees of Respectful Relationships with Parents*





Audit Findings Aligned to the RFP

- Seven separate sections of the report address the areas identified in the district request for proposal
- An additional section addressed specific recommendations related to parent engagement and participation in the special education process
- Stetson & Associates made 94 recommendations across these eight areas



Recommendations for MTSS and Child Find

1. Mandate full participation across the district with MTSS procedures
2. Require training in the MTSS process and require use of one platform to manage data
3. Engage principal supervisors in monitoring campus compliance
4. Establish a district wide committee to review data and identify gaps in the system



Referral for Special Education Evaluation and the Evaluation Process

1. Convene a stakeholder group to streamline the process related to campus documentation
2. Provide in-person training annually for all administrators
3. Develop a plan to move from the current role of evaluators to one which aligns with best practices and which better supports both campus staff and families in understanding the evaluation process.
4. Engage principal supervisors in monitoring campus compliance.



AUSTIN
Independent School District

Special Education ARD Committee Meeting Process

1. Identify, create, modify a data management system that provides real-time data related to compliance.
2. Provide annual training related to the process and ensure that follow-up occurs which addresses questions and concerns of participants.
3. Ensure all job descriptions identify expectations for compliance with district policies and procedures along with state and federal regulations.



SPED Monitoring For Compliance And Accountability Systems

1. Clearly establish expectations for monitoring special education responsibilities of campus leaders.
2. Central Office Special Education team will meet regularly and often to ensure that compliance is understood by all and is the responsibility of everyone.
3. Create a comprehensive plan to collect, review, analyze and respond to all required data using multiple data sources



Parent Communication and Engagement

1. Work with principals at their monthly meetings to highlight positive strategies for engaging parents in the ARD process.
2. Establish a disability awareness program that is celebrated by campuses and the district on an annual basis.
3. Provide training for parents on the special education process and ways that parents can be actively engaged in planning for their student's services.
4. Survey parents annually to monitor progress on establishing systems of engagement.

A Focused Effort on Behalf of All Students with Disabilities

Austin ISD

Vision

We are Austin's home for inclusive learning: high expectations for all children, high outcomes for every student.

Program Evaluation: Improving Outcomes

Audit: Ensuring Full Compliance

Implementation

Accountability

Sustainability





Strong Schools Stronger Austin

